DOCUMENT RESUME

ED 263 793 FL 015 419

TITLE	German. Suggested Learner Outcomes.
INSTITUTION	Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE	Aug 85
NOTE	59p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Cultural Education; Educational Objectives; *German; *Listening Skills; *Reading Skills; Secondary Education; Second Language Instruction; *Speech Skills; State Curriculum Guides; State Standards; Teaching Guides; *Writing Skills

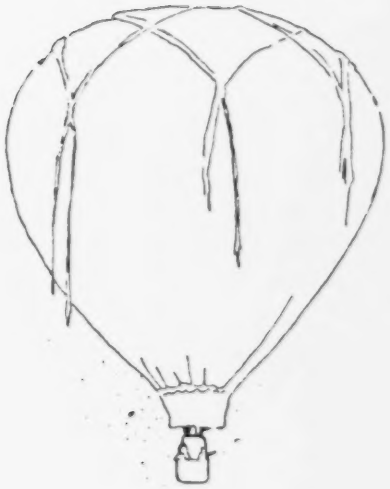
ABSTRACT

These guidelines, designed to aid schools in developing their own curriculum and to assist teachers in planning courses, set out objectives for the four language skills--listening, speaking, reading, and writing--and for an understanding of culture in the teaching of German in secondary schools. The guidelines assume that language learning is a communicative process and that language and culture are interrelated. The introductory material outlines the philosophy of second language instruction guiding program development and notes the intended use of the guidelines. A section suggesting goals, learning activities, and evaluation activities for the cultural component of instruction at four levels follows. Four subsequent sections suggest specific behaviors, related learning activities, and evaluation activities for each of the four language skills at each level. A final section contains an inventory of language structures to be taught in all four skill areas at all levels. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED263793

Suggested Learner Outcomes



German

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Craddock

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Oklahoma State Department of Education

John M. Folks, State Superintendent
Oklahoma City, Oklahoma
August, 1985

FL015419

This publication, printed by University of Oklahoma Printing Services, is issued by the Oklahoma State Department of Education, as authorized by John M. Folks, State Superintendent of Public Instruction. 1,000 copies have been prepared and distributed at a cost of $1,725.00. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries.

FOREWORD

During the academic year 1983-84 the Oklahoma State Department of Education began the process of producing standardized suggested learner outcomes in the five areas of Language Arts, Science, Math, Reading and Social Studies for grades 1 through 8. The goal was to have some stated objectives upon which teachers and administrators could build a solid curriculum which would ultimately provide a better education for the students of Oklahoma.

This process was continued during the 1984-85 year in the same five subject areas for grades 9 through 12. Secondary school foreign language learner outcomes were also devised for Spanish, French, German and Latin. Dozens of persons participated in the process and in June 1985 a second large group of teachers and administrators met to validate the learner outcomes. The booklet you have in your hand is the result of all this effort and we sincerely hope that it will be of assistance as you plan for effective teaching and learning in the classroom.

John M. Folks

John M. Folks
State Superintendent

Development and Validation Committee Members for Foreign Language

Eleanor Barnes, Norman High School
Victoria Barrick, John Marshall High School
Rosemarie Benya, East Central University
Sandy Brown, Putnam City School District
Desa Dawson, Del City High School
John Dillard, Midwest City High School
Karen Dodge, Sapulpa High School
Elizabeth Ivich, Putnam City West High School
Johanna Littleton, Lawton High School
Lee Meyer, Jenks High School
Julie Moomaw, Stillwater High School
Beatrice Notley, Tulsa School District (retired)
Jean Platt, Perkins-Tryon High School
Ken Schulte, East Central High School
Jo Ellen Upchurch, Anadarko High School
Martha Winters, Ardmore High School
Dolores Wood, Bethany Nazarene College

ACKNOWLEDGEMENTS

Judy Leach
Associate Superintendent of Instruction

J.D. Giddens
Assistant Superintendent, Instruction Division

Leonard Bates
Executive Director, Curriculum Services

Mary Reid
Administrator, Curriculum Section

Al Gage
Committee Chairman

A Special Thanks To

The Oklahoma Curriculum Improvement Commission

Table of Contents

Philosophy 1

Introduction 3

Culture - Levels I-IV 5

Level I

- Listening 15
- Speaking 18
- Reading 21
- Writing 24

Level II

- Listening 26
- Speaking 27
- Reading 29
- Writing 31

Level III

- Listening and Speaking 36
- Reading 39
- Writing 42

Level IV

- Listening and Speaking 45
- Reading 46
- Writing 47

Language Structures - Levels I - IV 48

PREFACE

The Suggested Learner Outcomes you hold in your hand are the result of a great deal of input by many professionals in the foreign language education field. For budgetary reasons our committees had to be limited both in numbers and amount of time we could devote to the task. Our committee examined the best from many states and other educational agencies and chose to found its work on guidelines recently done in Texas. We are deeply grateful to the Texas Education Agency and to its Second Language Division for their permission to use their guidelines in this way.

The Oklahoma committee spent its time adapting, adopting, editing, deleting and refining and in the end produced a document with a focus on Oklahoma foreign language classrooms. We sincerely hope that it will prove useful in your daily teaching because that was our final goal.

The Development and Validation Committees

Philosophy

Acquiring foreign language skills is a long-term process, yet foreign language study undertaken on a short-term basis, e.g. for one or two years, can provide the following benefits for the learner:

- knowledge of and ability to use basic vocabulary and structures of the language
- awareness of the vast diversity among peoples
- greater sensitivity towards other peoples and other cultures
- development of insights into how language works
- improvement of study skills
- improvement of auditory discrimination and inference skills
- attainment of higher test scores on SAT's and ACT's

In addition to the above-mentioned benefits, foreign language study for over an extended period of time, e.g. for more than two years, can furnish the following advantages for the learner:

- increased ability to function in the language
- deeper understanding of the politics, geography, history and culture of the peoples who speak the language
- opportunities for advancement in one's chosen career
- enhanced enjoyment of international travel

Knowledge of a foreign language is thus, a source of lifelong satisfaction. It enhances one's professional and one's personal life.

INTRODUCTION

These guidelines for suggested learner outcomes have been designed for a German curriculum which is viable and flexible enough to meet the learning objectives of the current generation of students. The guidelines rest on two main premises:

- Language is a mode of communication. The language learning process should be a communicative process; i.e. students should use as much natural language as possible.

- Language and culture are interrelated; therefore, the communicative skills should reflect cultural factors.

Students discover many things about their own language by learning other languages. They also gain a better understanding of their own culture by contrasting it with a new culture. Ultimately, students grasp values contained in their society as well as within themselves by experiencing the values of another people. The final objective of a German curriculum is the students' ability to communicate in the German language and to have a cross-cultural understanding of the German people. This objective facilitates an awareness of self and an awareness of values. The learning processes of the curriculum thus become an integral part of a humanistic education.

Because students should participate in the teaching-learning process, the following elements are offered as options for a German program:

- Students may be given the opportunity to participate in the design of objectives, with several options presented by the instructor.

- Students should have the objectives clearly in sight.

These guidelines are designed to assist in implementing both of these elements. Although emphasis is placed on the students' role in the decision-making process concerning objectives, it remains the teacher's role to stimulate an awareness of the many possible and necessary objectives relating to German culture and language.

This publication delineates learning objectives for the development of language skills and the understanding of culture in the teaching of German, Levels I, II, III, and IV. A level of language learning is defined in terms of student performance rather than a period of enrollment in a course. Therefore, the guidelines can be used to develop various courses of study during the school year as well as for individualized or continuous progress programs. The same guidelines may also be used in a German program started in Grade 7 or 8, since level is equivalent to student performance.

The guidelines focus on the process of curriculum building. They can be used to design new programs, expanding and adapting them as needs arise. The emphasis should be on learning outcomes, while at the same time allowing for a great variety of learning experiences and active student involvement. The document is above all designed to aid schools in developing their own curriculum guides and to assist teachers in planning courses, units of work, and daily classroom activities.

The authors of these guidelines wish to emphasize that the learner outcomes are indeed suggested, and they are not designed to preclude the possibility for a given German teacher to decide to alter or to adapt the suggested sequence of material to fit the needs and the abilities of a particular class.

GERMAN

LEVEL I-IV

CULTURE

The study of language cannot be divorced from the study of culture. Cultural references influence the meaning that underlines all aspects of the language. Political and socio-economic concerns are expressed through the use of language. Students should acquire a basic understanding of the German culture as well as a proficiency in basic cultural skills during language instruction in German.

The objective for a culture-based German language program is to generate cross-cultural understanding through awareness of and empathy for the German culture. Involving students in cultural studies will enable them to understand and behave with tolerance when faced with another way of life and to see how the behavior and the language of the German people are related. The integrated study of German culture and language should allow students to overcome their ethnocentricity and to realize that their values and standards are not universal.

The time to start cultural learning should be at the beginning of the first year of instruction. At this level, the teacher may prefer to use English as the medium of instruction rather than German, since the development of cultural understanding is the primary goal.

Culture is defined as a concept embracing all aspects of human life: the patterns of everyday life, as well as of the fine arts, literature, history, and politics of a people. The boundaries of culture-based language instruction are set only by the imagination, creativity, and resourcefulness of the teacher.

The instructional approach necessary to meet the objectives of a culture-based program challenges teachers to help students learn in the affective and in the cognitive domains. Development of cross-cultural understanding and communication depends on more than factual information. It involves the process of learning the skills of discovering, investigating, and questioning cultural patterns. While this process develops awareness of an empathy for cultural values and more, it does not necessarily lead to professing and internalizing them, i.e., becoming like a native.

Contemporary German literature also has value for students' study. Such literature is composed of statements on the present life of Germans in the German-speaking countries. These statements describe achievements, problems, attitudes, and values in current German society.

Goals

Students should develop the cultural understanding, attitudes, and abilities needed to function and communicate appropriately within the German society.

Students may:

- Demonstrate an understanding that people act the way they do because they are using options that their society allows for satisfying basic physical and psychological needs,

  Example: A leading international diplomat was seen on a newscast today, not only shaking hands with his German conterpart, but allowing the latter to hold his arm as they walked away from the plane.

- Demonstrate an understanding that social variables such as age, sex, social class, and place of residence affect the way German people speak and behave.

  Example: Having listened to audio tapes from northern Germany, southern Germany, and Austria, students will be able to discern sound variations.

- Indicate an ability to demonstrate how people normally act in common situations in the German culture.

  Example: Germans shake hands when meeting, departing, etc. even in informal situations.

- Demonstrate the ability to make, evaluate, and refine the generalities concerning the German culture.

  Example: Investigate the following statements: all Germans are very clean *(Sauberkeit)*; all Germans wear *Lederhosen;* all Germans eat *Sauerkraut, Schlagsahne,* and drink a lot of beer; Germany is a romantic country.

- Develop the skills needed to locate and to organize information about German culture from the following sources: libraries, mass media, people, and personal observations.

  Example: Students might try to locate information concerning a German cultural topic through both printed and human resources.

- Demonstrate curiosity about the German culture and about the behavior of German-speaking people.

  Example: Students might experiment with new foods, such as *Blutwurst* or *Gehacktes;* try a new sport, such as *Fussball;* initiate a letter exchange with a German pen pal, or visit a German restaurant or delicatessen.

Suggested Learning Activities

Students may explore, discover, discuss, collect, and/or display materials concerning the following topics and suggested questions (where possible, students will practice and perform topic-related activities):

- Human Interaction (gestures, transactional exchanges, forms of address, titles, family)
  - What gestures and words are used when people of different ages and social classes meet?
  - Are the three K's *(Kinder, Kirche, Küche)* a stereotype?
  - What are parent-children relations like?
  - What titles are used in German society? How important are they?
  - Through personal interviews with a German family in your community, investigate parent-child relationships.
- Social interactions (man/woman roles, dating, marriage, social events)
  - How do German teenagers date? What do they wear on dates?
  - What arrangements are made for engagements and weddings? (Read marriage advertisements in German newspapers. Compare with advertisements in American papers.)

- Explore the difference between *Freund* and *Bakannter.* Classify your own friends according to these categories.

- Is there a women's movement in Germany? What vocational positions do women occupy?

- Do people arrive early for social engagements - on time, late, very late?

- On what occasions would a German present and accept gifts from people? Do some flowers have a particular meaning?

- How do people greet one another - by shaking hands, by embracing or kissing, by bowing? How do they leave one another?

- Are children usually present at social occasions? Are the elderly members of families present?

- If you are invited to a party, would you expect to find among the guests: foreign businessmen, men only, men and women, politicians, wives, teachers?

- Transportation

  - How many people own automobiles? When is a car used?

  - What public transportation is available? Who uses it? Plan a train trip. What is the routine procedure to board a streetcar?

  - To whom must traffic vehicles yield, animals or pedestrians?

  - How much traveling is done beyond national borders? What other countries are usually visited?

- Subsistence (Food, work, etiquette, restaurants, shops)

  - What foods are staples? What is produced in the country; what is imported; and what is exported? Where are certain foods grown? What are the differences between foods eaten in the country and in the city? Do differences in food exist between north and south, or between regions? What linguistic expressions relate to food? (prepare dishes; try new foods)

  - What mealtime etiquette is observed in formal and informal situations? What linguistic exchanges take place at mealtime? What value have meals in a family?

- How does one behave in a restaurant? What are the peculiarities of the menu and the service?
- How do the Germans feel about the concept of the work ethic?
- Explore the differences between *Beruf* and job. What jobs are available to teenagers?
- Where do people shop?
- How do the Germans accomplish their shopping?
- What money is used?
- What are the denominations of bills and coins?
- What is the exchange rate for U.S. money?

- *Erdkunde* (living space, travel, transportation, vacation, parks, forests, cities, geography, rivers, ecology)
  - What value has ecology; how is it protected? Are forests and parks highly valued and treasured?
  - Discover a German park through films, magazines, and travel folders. Who uses the parks? Do people sleep in the park? Do they look at nature? Do they read or look at one another? Who cares for the park's appearance? Do the gardeners use power or hand tools?
  - What kind of park do you prefer for yourself, American style or German? Why?
  - What kind of park would you prefer if you were six to ten years old, American or German? Why?
  - What kind of public sanitation is observed in the German park? Do you pay to enter? If so, who collects the fee, and does everyone pay? How much do they pay? If some people do not pay the fee, how do they avoid it?
  - What value has privacy? How it is arranged? What are the immediate spatial surroundings of families such as the size of a house or apartment, yards and gardens? Compare them to American spatial surroundings.

- Discuss the geographic position of German-speaking countries in relation to other West European countries. Discuss the division of West and East Germany and the political implications

- Research and discuss the power of the *Länder* in education and in the general political picture. How autonomous are they? Discuss the special attributes of certain places and regions

- Plan a trip taking you from City X to City Y. Is a canoe trip possible on this journey? Would this specific voyage include mountain climbing, skiing, and sailing? Plan a trip that does. Include overnight stays in a *Jugend-herberge?* What is the concept of *Jugendherberge?* How popular is it in Europe?

- Temporality (concept of time, clock, daily routine)

  - Explore the concept of *Pünktlichkeit*. How is it manifested in daily life and in the language?

  - Does everyone take a vacation at the same time in the summer? Which factors are taken into consideration for the timing?

  - What is a school day like? Compare it to your own.

  - Explore the clock and the 24-hour system (Read a train schedule, a television schedule in a newspaper, theatre and movie announcements, and translate the time element in the American a.m. and p.m. way.)

  - What is expected of a child? How long is a young person a teenager? Is youth as glorified in Europe as it is here? Do senior citizens have special privileges?

  - What value have antique things? When are those objects antiques? Compare these concepts with the American ones.

- Education (general school system, university system, church-affiliated education)

  - Compare *Erziehung/Ausbildung* (upbringing/education). What value does education have?

  - Describe the German school system. How does it differ from the American system?

  - Describe the university system. Compare it to the system in America.

- What attitude do teenagers and parents have toward education?
- What type of curriculum is prevalent? What subjects are mandatory in high school?
- Compare the ratio of male to female teachers.
- Do most people read and write?
- Is education free? Is it compulsory?
- What kinds of schools are considered best: public, private, or parochial?
- Are children segregated by race, caste or class, sex, or by religion?
- How are children disciplined?

- Recreation and Health (sports, hobbies, children's games, male/female recreation, festivals)
  - What sports are popular? Are they spectator sports or individual sports?
  - Explore the concept of the *Turnverein*
  - Discover children's games; compare these to American games.
  - What games do families share?
  - What hobbies do Germans have? Compare them to our own.
  - Explore social legislation, medical care, from birth to death, medical institutes, and hospitals.
  - How do people spend their leisure time?
  - What are favorite recreational activities of the people?
  - What types of films are shown at local movie theaters?
  - What is the attitude of the Average German to classical music, opera, and theaters?

- Communications (post office, telephone, banks, newspapers, magazines, radio, television)
  - Through role-playing, place a call from a private/public telephone within the country or to a foreign country. Make the call collect, and inquire about the cost.

- Describe a post office and compare it to an American post office; notice the differences.
- Send a telegram; buy a money order; cash a check and a traveler's check.
- Where are newspapers, magazines, and books bought? Explore a *Leihbibliothek*.
- Describe average daily radio programs; create one of your own for class or school.
- Explore notices in newspapers to discover how deaths and weddings are announced.
- What does typical daily television programming offer? Find out about the sponsors and their commercials; compare them to those of our television networks.

- Government (political systems, judicial systems, law enforcement)
  - Federal Republic of Germany (FRG)
    - What is the government like? Are there more than two political parties in Germany? How is the campaigning done? Does violence occur during the election campaigns? How are candidates chosen? What roles does the local government play within the network of the federal government? How influential is foreign policy in elections? After some research, compare and contrast German and American political systems.
    - Name some great political leaders; who were some infamous leaders?
    - Describe the law enforcement system. Describe a police station. What are the duties of a police officer? Are traffic tickets handed out? What is the attitude towards law enforcement officers? What types of training do they receive?
    - Investigate the judicial system. What is its origin? How do juvenile laws compare to the American ones? Did major changes occur after World War II? Why?
    - What is the nature of a number of recent criminal cases in German?

- The German Democratic Republic (GDR)

    - Explore all of the topics listed for the German Democratic Republic.

      NOTE: Material on the German Democratic Republic is difficult to come by. Teachers are encouraged to include material on the GDR to the extent that it is reasonably possible to do so.

Activities for Evaluation

Given a series of hypothetical situations concerning any topics practiced previously as activities, the students may:

- Engage in role-playing activities in which verbal exchanges are accompanied by gestures appropriate to German social behavior.
- Describe or identify a typical German breakfast, lunch, and dinner.
- Answer objective test questions about the German political system.
- List a number of countries where German is spoken.
- Consulting a train timetable in German or a schedule of German television programs (both of which will give times in official terms), answer questions about certain sports events, movies, and shows and the time of these events.
- Correctly complete official forms where available, such as hotel registration forms, police forms, identity cards, post-office transfers.
- Plan a trip down the Rhine mentioning the important industrial centers, the natural resources, and the importance of this water route to the economy of the region and to the Federal Republic as a whole.

  NOTE: The cultural activities from the above lists may be conducted in English.

The principal cultural topics to be studied are listed on pages 7-13. Additional activities may be chosen from among the following:

- Identifying cultural characteristics, objects, and music
- Demonstrating gestures and daily interaction patterns
- Staging skits, plays, and pantomimes

- Writing scripts
- Giving recitations
- Holding discussions
- Making oral presentations
- Preparing multimedia units, slide units, slide/sound units, and TV shows
- Performing songs or dances
- Preparing and eating German meals
- Putting together a German newspaper
- Creating cartoons or comic strips
- Making papier-maché objects and scenes
- Initiating pen pal letter exchanges
- Planning trips by train, plane, bus, or boat in various regions
- Drawing maps
- Making bulletin boards, collages, or posters
- Forming a soccer team or a team for other sports
- Creating situations such as getting a traffic ticket, holding a telephone conversation, or having an interaction in a bank, post office, police station, or bus station
- Writing essays and poems
- Interviewing native speakers, calling native speakers on the phone
- Attending German films
- Making Christmas cards in German
- Decorating a Maypole
- Comparing and contrasting German/American proverbs and legends

NOTE: These same topics could be investigated for all countries where German is the predominate language.

LEVEL I

LISTENING

For many years the skill of listening comprehension in foreign language learning has tended to be both neglected and misunderstood. Because listening comprehension was often regarded as a passive skill, little was done to foster it in any identifiable way; it was simply assumed that, given the passive nature of the act of listening, the skill would somehow just develop. Recently, however, some writers have begun to question this view. At the same time, recent work in psycholinguistics has highlighted the complexity of the act of listening comprehension and has shown that listening is a highly active process.

General Objective

To comprehend German spoken at increasingly conversational speed in a basic vocabulary on such topics as the following:

- Teenagers
- Food
- The family (social life)
- Recreation
- Sports
- Geography (*Landeskunde*)
- Education
- Holidays

Specific Objectives

To develop listening skills and sound discrimination by accomplishing the following:

- Discriminating among German language sounds
- Distinguishing among grammatical signals (e.g., whether something is *der-die-das*)

- Demonstrating understanding of classroom expressions
- Demonstrating understanding of previously encountered materials, vocabulary, and phrases
- Choosing an appropriate response to a question such as *"Was machst du heute?"*
  - *Ich bin krank*
  - *Ich gehe ins Kino*
- Demonstrating understanding of instructions given in German
- Comprehending nuances of meaning conveyed by intonation and stress

Suggested Learning Activities

The students will:

- Distinguish between German sounds

  Example: If the words you hear contain the sound *(i)*, place a check mark in the box labeled "ee", if *(ü)*, check "ee" rounded.

  a. *für* ("ee" rounded)
  b. *sieden* ("ee")

  Example: You will hear a series of words with either a long or short vowel sound. Depending on which vowel you hear, check the appropriate row.

  a. *wenn* — short
  b. *wen* — long

- Distinguish between grammatical signals

  Example: Listen to the following sentences and check the appropriate box to indicate if the sentence you hear is singular or plural.

  a. *Sie übt Geige.* (Singular)
  b. *Ihr spielt immer.* (Plural)

- Demonstrate understanding of familiar classroom experiences in command form, both formally and informally

  - *Gehen Sie an die Tafel!*
  - *Schliesst die Tür!*
  - *Mach das Fenster auf!*

- After seeing a picture of a familiar vocabulary item, and seeing and hearing three words or sentences, students underline the word or sentence that best tells what they see

  Example: Picture of a kitchen

  A. *Küche* B. *Kirche* C. *Kinder*

- Distinguish between statements and questions through intonation

  Example: For each sentence heard, students place a check mark in the appropriate box to indicate if it is a statement of a question.

  a. *Peter kommt heute.*
  b. *Helga trinkt Wasser?*

- Upon hearing the teacher say: *"Setzen wir uns in einen Kreis, und unterhalten wir uns,"* act upon this

- Upon hearing the teacher question someone as to the whereabouts of someone else, listen, comprehend, and respond appropriately

Question:	*Wo ist Peter? Ist er zu Hause oder in der Klasse?*
Answer:	*Er ist da. Er ist in der Klasse.*
Question by Lotte:	*Peter, wie geht es dir?*
Answer by Peter:	*Danke, mir geht es gut.*
Question:	*Robert, sag Marie, wo du wohnst.*
Answer:	*Ich wohne in Hamburg.*
Question:	*Wohnst du weit von der Schule?*
Answer:	*Ja, ziemlich weit.*

For the purpose of developing awareness of self and others, an informal setting is very appropriate. Personalized questions will help to involve a greater number of students and will lower the barriers created by the fear of making oral mistakes.

Activities for Evaluation

The students may:

- Act out situations described orally and react to a series of commands centered around a cultural theme.

SPEAKING

General Objectives

To have the ability to converse with another person in a real-life situation in a basic vocabulary on topics such as the following:

- Food
- The family (social life)
- Recreation
- Sports
- Geography (*Landeskunde*)
- Education
- Holidays
- Calendar
- Weather
- Clothes
- Shopping
- Money
- Taking a train
- Home

Specific Objectives

To develop the learners' communicative competence so that the listener understands the speaker's message by accomplishing the following:

- Approximating native pronunciation, rhythm, stress
- Manipulating simple substitution patterns

- Combining sentences using appropriate conjunctions
- Producing a sentence by recombining known elements
- Answering and asking simple questions and conversing with a classmate using known materials

Suggested Learning Activities

The student will:

- Imitate German sounds, intonation, rhythm, and stress

  Example: Repeat after a tape or teacher the words heard.

- Manipulate simple substitution patterns, and respond by incorporating the cue word into the pattern presented, making all necessary changes

  Der Vater hat keinen Hunger.

  _____ *Mutter* _____ _____ _____ .

  _____ _____ _____ _____ *Geld.*

- Combine sentences using appropriate conjunctions

  Example: Combine each pair of sentences making all necessary changes.

- Produce a sentence by recombining known elements

  Example: Restate each sentence beginning with the cued word or phrase.

- Answer familiar questions using recombined material

  Example: Respond with appropriate words, phrases, or expressions associated with a question.

- Ask simple questions of other students in the class

  Example: Ask questions about the weather, seasons, and daily activities

- Carry on simple conversation with a classmate, choosing a topic familiar to both

  Example: Describe a magazine picture to a class. In a role-playing situation, persuade parents to give permission for a special project (travel abroad, use of the family car, or sleeping at a friend's home). Interview a classmate on a previously agreed-upon topic.

Activities for Evaluation

The students will, through repetition, substitution, conversation, sentence modification, response, and translation:

- Repeat sentences of varying lengths
- Given a simple sentence, manipulate and repeat with correct pronunciation, intonation and stress
- Given a simple sentence, replace nouns with pronouns

  Example: *Am Sonntag trägt Max einen Schlips.*
  Bie der Arbeit trägt er ihn nicht.
  Seine Frau hat ihn ihm gegeben.
  Sie hat ihn ihm gegeben.

- Change statements into questions, using inversions whenever possible

  Example: *Ich sitze im Klassenzimmer. Sitzt du auch im Klassenzimmer?*
  Claudia geht ins Kino. Geht sie allein ins Kino?

- Give an affirmative for each negative and/or interrogative sentence
- Make a rejoinder to a statement, request, or question
- Give simple description of visual situation
- Take a role in a dialog or in a skit using familiar material
- Engage in role playing on a topic agreed upon in advance
- Express themselves freely within their linguistic limitations on cultural items, readings, films, or any other topic of interest

READING

Reading involves two skills: 1) making apropriate sounds in response to the written symbols and 2) reading for understanding. In Level I, the early objectives and activities are directed toward perfecting skills for reading aloud. Level I lays the foundation for building reading comprehension skills. These latter skills will be given greater emphasis in Levels II and III. Readings or dialogs, skits, poems, and prose selections are all appropriate activities that teachers can select for each stage of the students' learning. The various items used in these activities will be referred to throughout as materials.

General Objective

To be able to read with comprehension passages based upon familiar structural concepts. Active and passive vocabulary will be included, such as a limited number of cognates and words easily understood from context. Reading material may be based on the following topics:

- Teenagers
- Food
- The family (social life)
- Recreation
- Sports
- Geography (*Landeskunde*)
- Education
- Holidays

Specific Objectives

To accomplish the following:

- Read previously heard materials to demonstrate association of the written symbol with the spoken word
- Read aloud selected materials with correct intonation and expression (material orally practiced beforehand)
- Read recombined materials aloud with expression to demonstrate understanding
- Read supplementary materials silently with new vocabulary relating to familiar materials and respond orally and/or in writing to content questions to demonstrate comprehension
- Comprehend nuances of meaning conveyed by the inclusion of sentence adverbs

Suggested Learning Activities

The students may:

- Read silently from the printed text while listening to a tape/teacher model
- Practice reading in imitation of a tape/teacher model
- Read supplementary materials silently, indicating comprehension by:
  - Answering questions about the content
  - Making appropriate responses
  - Stating the main theme of the passage
- Choose and read an appropriate response from a provided list that involves controlled modifications

  Example: Student X: *Warum bringt er seine Gitarre nicht?*

  or *Warum bringt er seinen Vetter nicht?*

  Student Y: *Sie ist immer noch kaputt.*

  or *Er ist wieder krank.*

  This activity has the further advantage of involving the students in the teaching activity.

- After silently studying a basic sentence, read the sentence aloud and then read a series of modifications implemented by the addition of such words as *nicht, doch, aber.* Correct vocal expression indicates comprehension.

  Examples: *Wo ist sie?*
  Wo ist sie denn? (intense interest)
  Ich glaube es nicht.
  Ich glaube es doch! (contradiction)
  Sie kommen nicht.
  Sie dommen nicht. (summing up, finality)

- Underline all nouns in familiar and unfamiliar passages
- Underline English cognates in familiar and unfamiliar passages

- Label nouns and pronouns in passages based on familiar material to show their function: *wer? wem? wen? was?*

  Examples: *wer was*
  Marie kauft heute die Schallplatten.

  wer wem was
  Paul gibt mir ein Geschenk.

  wer wen
  Ich kenne seinen Bruder.

Activities for Evaluation

The students may:

- Real aloud a German passage with appropriate expression and phrasing to demonstrate comprehension as the teacher marks errors and makes comments on each student's separate ditto copy of the material being read

- Read a passage consisting of recombined familiar materials and answer a series of multiple-choice or true/false questions on content

- Match written words with cartoons of the objects, persons, actions, situations, or emotions they depict

- Read a passage silently and then respond orally to questions on content supplied by the teacher but read by another student. (This frees the teacher to observe and evaluate performance, as well as involving more students in the activity.)

- Read a series of statements or questions based on situations covered in classroom activities and choose appropriate rejoinders from a list provided

- Read supplementary materials silently and choose from a provided list the correct statement of the main theme of the passage

- Having read an unfamiliar passage containing a number of cognates, demonstrate comprehension by being able to give an answer to the questions: *wer? was? wo? wann?*

- Having read a passage, underline the four w's (*wer, was, wo, wann)* as requested by the teacher

- Having done the preceding exercise, paraphrase the passage, emphasizing who did the action, what happened, where it happened, and when it happened

Evaluation activities will in some cases encompass more than one learning objective.

WRITING

The ability to write German at Level I should not be expected to equal the students' levels of reading comprehension and passive vocabulary recognition.

Objectives

The students will be able to write correctly those structures and vocabulary items that they have learned to produce orally. They will write simple sentences on topics within their experience, spelling correctly from memory. (For suggested topics, see page 21.)

The students will:

- Write correctly from dictation words in which various sounds and grammatical structures are included
- Spell and use correcty in a written context a variety of vocabulary items
- Capitalize nouns and use commas before subordinating conjunctions
- Express simple ideas of their own written narrative form, using expressions and structures previously learned orally in recombined form

Suggested Learning Activities

The students may:

- Practice spot dictations, using familiar material (Students have ditto copies of paragraphs with blanks left for missing words; from dictation, students fill in the blanks, spelling from memory)
- Practice writing vocabulary words in response to picture cues, giving articles with nouns to indicate gender

- Label pictures that contain vocabulary items
- Write sentence captions to go with various pictures
- Rewrite pattern drills, making simple substitutions of subject pronouns, verbs, gender, number, and tense
- Rewrite scrambled sentences in proper word order with memorized or well-practiced material
- Write sentences from skeletons
- Perform exercises in forming questions with common question words: *wo? wann? warum? wie? wer? was?*
- Practice writing answers to personalized questions
- Practice writing answers in full sentence form to questions based on reading material or on dialogs that have been practiced orally
- Practice cloze exercises, i.e., students fill in blanks using words that fit both logically and structurally

Activities for Evaluation

If the students can perform the above learning activities, they will have successfully accomplished the learning objectives. For further evaluation, the students may:

- Take from familiar or recombined material spot dictation or full sentence dictation, spelling correctly from memory
- Correct each others' dictation to create awareness of spelling problems
- Rewrite a paragraph, substituting plural pronouns for singular ones and making all other necessary changes
- Write a short dialog from pictures and cartoons
- Write in narrative form a description of a picture that portrays a scene related to past material studied

LEVEL II

LISTENING

Objectives

Students will recognize and comprehend spoken German approaching a normal speed (150 to 200 spoken words per minute), using a more expanded vocabulary and a larger variety of situations than outlined in Level I to satisfy the interest of Level II students. To demonstrate these skills, students will:

- Understand a native speaker speaking standard German (*Hochdeutsch*) at a reasonable rate under normal conditions of conversation within the limits of their vocabulary
- Make intelligent guesses by listening to recombinations of familiar material containing unfamiliar lexical items
- Perceive changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete utterances
- Comprehend the language without being confused by various sentence patterns

Suggested Learning Activities

Many activities in Level I are suitable for use in Level II. In addition, students can:

- Listen to a sentence or selection in which a problem is presented and then indicate their choice by circling a letter (A, B, or C)

  Example: *Hast du die Karten für die Bergbahn?*

  A. *Die Bergbahn ist nicht gefahren.*
  B. *Vater hat mir das Geld gegeben.*
  C. *Die Karten habe ich gestern gekauft.*

  Students circle the letter C, because C is the most appropriate of the three.)

- Listen to a sentence or selection and select an appropriate response after reading the choices printed on their papers.

  Example: *Was sagen Sie, wenn ein Buch uninteressant ist?*

  A. *verboten*
  B. *totenbleich*
  C. *langweilig*

  (Students circle the letter C, because *langweilig* is the most appropriate answer to the question.)

- After hearing a passage from a reading selection, read it aloud segment by segment after either the teacher or the tape

Activities for Evaluation

The same methods used in Level I for evaluation of the listening skills can be employed in Level II, using materials of greater difficulty. In addition, other skills can be incorporated in the evaluation process, as they have been in the learning activities. The students will:

- Give oral or written responses based on a spoken narrative
- Respond freely to questions where each sentence is an independent stimulus

  Example: Teacher: *Was tun Sie in Ihrer Freizeit?*

  Student: *Ich lese gern.*

  Ich gehe manchmal ins Kino.

SPEAKING

Learning Objectives

Students will have the ability to generate, within a specified context, meaningful utterances with pronunciation intelligible to native speakers. This should be based upon listening and reading comprehension of the topics suggested in the cultural learning activities, and any additional topics drawn from the learners' interests and from the reading materials.

To demonstrate their communicative competence, students will:

- Produce all significant sounds and intonation patterns of German in a manner acceptable to a native speaker
- Express their ideas using correct grammar and word order in structured exercises, but allowing errors in spontaneous exercises
- Apply familiar vocabulary and grammatical forms in new situations using pronunciation and intonation in a manner acceptable to a native speaker
- Give short oral reports from notes in outline form
- Participate in guided discussion on topics related to class reading, visual experiences, and extracurricular activities with appropriate questions, answers, or responses
- Summarize short dialogs or narratives orally
- Communicate original thoughts. Here incorrect pronunciation, grammar, and even vocabulary may be tolerated. The use of gestures in place of verbal cues may also occur

Suggested Learning Activities

In addition to the activities mentioned in Level I, students can:

- Respond to a personalized question

  Example: *Haben Sie einen Job nach der Schule?*
  Wie sieht Ihr Freund (oder Ihre Freundin) aus?
  Was für ein Mensch ist er (oder sie)?

- Produce several new sentences based on an original one

  Example: Teacher: *Das ist ein berühmter Mann.*

  Student:
  a. *Das ist eine berühmte Frau.*
  b. *Das ist eine alte Frau.*
  c. *Das ist ein altes Auto.*

- Respond to a remark made by the teacher or another student in class

  Example: Teacher: *Moderne Malerei gefällt mir gut.*

  Students: *Mir nicht.*
  Welche Maler gefallen dir?

- Participate in discussions about about television and radio programs, readings, films, recordings, and news relating to cultural or other topics of interest

- Team with others to act out simulated situations or skits

  Examples: — at the travel agency
  — at the market
  — giving directions
  — selected short plays with culture content

- Interview one another about hobbies

Activities for Evaluation

The same methods used in Level I for evaluation of the communicative skills will be employed in Level II, using materials of greater difficulty. In addition, other skills should be incorporated in the evaluation process, just as they have been in the learning activities.

The students will:

- Be evaluated by the teacher as to their speaking skills. For stimuli the teacher will use a chart of action, places, and objects, or questions on such topics as health, age, weather, and time

READING

Objectives

In Level II, students will continue to strive for more accurate pronunciation, and the skill of reading for comprehension will be given emphasis. However, the skill of reading for meaning will be given greater emphasis in Level II. Students will make use of a comprehensive selection of German readings, chosen for their cultural significance and interest as well as for the appropriate level of difficulty.

Graded and appropriate ungraded materials from a variety of sources will be utilized. Fables, fairy tales, short stories, poems, newspapers, pamphlets, and magazines containing some vocabulary and structural concepts already presented and some unknown portions are suitable.

To demonstrate these skills, students will:

- Read aloud using the right pronunciation, intonation, stress, and rhythm patterns
- Recognize and comprehend selected idioms
- Read silently and without translation material or greater difficulty than that of Level I
- Read selections from materials of current interest
- Develop the skill of sensible guessing through the use of cognates, structure, and context clues
- Translate into idiomatic English with the help of a dictionary selected reading materials.

Suggested Learning Activities

In addition to the activities suggested in Level I, students can:

- Read headlines and advertisements in German periodicals and newspapers for comprehension
- Read passages of familiar material and give an oral or written résumé
- Read a short passage of appropriate difficulty; then, putting it aside, rearrange a list of nonsequential events from the passage into the correct order
- Read unfamiliar material with previously learned vocabulary underlined, and use contextual and structural clues to guess intelligently the meaning of unfamiliar words and/or phrases
- Label adverbs, adverbial phrases, and prepositional phrases in a passage to show their function: *wann? wo? wie? wohin?*

Example: *wann* *wohin*
Ich gehe ***jeden Morgen in die Schule.***

wer *wie* *wo*
Wir arbeiten ***zusammen in diesem Büro.***

- Label nouns and pronouns in unfamiliar passages to show their function:

  wer? *wem?* *wen?* *was?*

- Read application forms for drivers licenses, hotel registrations, postal and telegram forms, and fill them out appropriately

Activities for Evaluation

The students will:

- Read aloud a familiar passage while the teacher, using a checklist, indicates the degree of correctness in the students' speed, pronunication, and intonation
- Answer multiple-choice questions in German about material read previously
- Answer questions concerning content of assigned reading material
- Rearrange a list of nonsequential events into the correct order
- Read unfamiliar material and select the correct statement of mail themes from a multiple-choice listing
- Mark appropriate elements in a passage with labels to demonstrate their functions: *wer? wem? wen? was? wo? wohin? wann? wie?*

WRITING

The capacity to write German may reasonably be expected to lag behind the students' abilities to read and converse successfully. The gap should begin to diminish and the rigid controls of Level I may be relaxed at the teacher's discretion.

Objectives

Students will write compositions of greater length and complexity, using the active vocabulary and previously learned structural concepts. Compositions and writing will still be guided at the level, but to a lesser degree. To demonstrate the skill of writing, students will:

- Write from dictation text material previously learned or examined for details of written form
- Capitalize and punctuate easily and accurately

Suggested Learning Activities

In addition to the activities suggested in Level I, students can:

- Practice writing answers to oral questions based on material learned previously
- Practice writing the question for answers supplied by the teacher or text

  Example: *Viktor sitzt im Wohnzimmer.*

  Wo sitzt Viktor?

- Write appropriate sentences for visuals representing lines of a familiar dialog
- Fill in missing key words in sentences, choosing the words from a supplied list
- Practice rewriting dialog in narrative form

  Example: Erich: *Ich gehe heute um 14 Uhr in die Stadt. Ich will ein paar Einkäufe machen. Willst du mitkommen?*

  Hans: *Leider kann ich nicht. Ich muss zu Hause bleiben und einen Aufsatz schreiben. Morgen habe ich Zeit. Gehen wir lieber dann einkaufen!*

  Erich sagt, dass er um 2 in die Stadt will, um Einkäufe zu machen. Er fragt Hans, ob er mitgehen will. Hans antwortet, dass er gehen möchte, aber er kann leider nicht. Er erklärt, dass er zu Hause bleiben muss, um einen Aufsatz zu schreiben. Er fügt aber hinzu, dass er morgen Zeit hat und schlägt Erich vor, dass sie dann zusammen einkaufen gehen können.

- Practice rewriting narratives in dialog form

  Example: *Lotte hat zwei Kusinen, die in New York wohnen. Morgen kommen sie in Deutschland an, um Lotte und ihre Eltern zu besuchen. Ihre Freundin Karen will wissen, wie lange sie in Deutschland bleiben werden. Sie fragt Lotte auch, wie die Mädchen heissen. Lotte antwortet, dass sie Marie und Anna heissen und meint, sie werden einen Monat bei ihnen sein.*

  Lotte: *Morgen kommen meine zwei Kusinen aus New York.*

  Karin: *Wie lange bleiben sie bei euch?*

  Lotte: *Einen Monat.*

  Karin: *Wie heissen sie denn?*

  Lotte: *Marie und Anna.*

- Rewrite a given paragraph, changing all subjects to the plural and making other required changes

- Rewrite a given paragraph in different tense

- Practice writing short paragraphs that describe some aspect of students' own lives, using structures and vocabulary already drilled orally.

- Practice writing brief summaries of selected cultural articles read by the class as a whole or by the individual student

- Write full sentence dictations

- Write advertisements requesting housing, spouse, and traveling companion, in accordance with personal preferences

- Write answers to advertisements found in German publications

  Example: *Schreiben Sie, dass Lotte in der Stadt bleiben möchte.*

  Lotte möchte in der Stadt bleiben.

- Reconstitute and recombine short choppy sentences into a paragraph of fewer, smoother, longer sentences

  Example: a. *Inge hat kein Geld.*

  b. *Sie kann kein Eis kaufen.*

  Inge kann kein Eis kaufen, weil sie kein Geld hat.

  c. *Hier ist das Buch.*

  d. *Ich will es dir geben.*

  Hier ist das Buch, und ich will es dir geben.

Activities for Evaluation

Most of the learning activities listed can also be used as evaluation activities. The following are several specific evaluation procedures. The students may:

- Write dictations of familiar materials, spelling accurately and using capitalization and punctuation correctly. Students may, at the discretion of the teacher, be permitted to score each other's dictations. This can be a powerful reinforcement to accelerate students' progress toward greater degrees of accuracy by involving them in the detection of one another's weak areas.

- Write answers to questions based on material read earlier

- Select from multiple choices the correct form of questions for a supplied answer

  Example: *Marie hat heute kein Geld übrig.*

  a. *Wer gibt zwei Mark aus?*
  b. *Warum kann sich Marie kein Stück Kuchen leisten?*
  c. *Wann geht Marie einkaufen?*

- Select from multiple choices statements structurally correct captions for activities, emotions, or conditions shown in cartoons or other visual stimuli

- Rewrite a familiar dialog in narrative form

- Form a dialog from a supplied narrative containing familiar vocabulary and structures

- Rewrite sentences or a complete paragraph in a different tense
- Rewrite sentences or a complete paragraph by changing from singular to plural or plural to singular subjects, making all other necessary changes
- Rewrite sentences or a complete paragraph by changing from the formal to the familiar
- Choose from multiple choice statements the correct completion for sentences lacking key words

  Examples: *Herr Braun ist Bauer und wohnt* _____

  a. *im Lande* b. *auf dem Lande* c. *in den Ländern*

  Das Haus ist kalt. Wir brauchen Holz für _____

  a. *das Feuer* b. *die Ferien* c. *den Brand*

- Write the missing words in sentences based on selected cultural articles read, choosing the words from a supplied list

LEVEL III

LISTENING AND SPEAKING

Objectives — Listening

The development of the listening skill in Level III accentuates less the ability to understand the isolated segments of an utterance and more the capability of grasping the general meaning of extended speech. Students will comprehend a great deal more than they are able to produce orally; consequently, the range of speech content will be considerably broader than that of Levels I and II. This content, which will include both live and recorded speech as well as varying regional accents, will permit a broader range of topics for listening comprehension activities than is possible at this level for speaking. To demonstrate these skills, students will:

- Differentiate and comprehend all the sounds of the language at a conversational tempo
- Comprehend short conversations and narrative passages based on familiar situations
- Comprehend the general sense of an unfamiliar context
- Comprehend narrations of increasing length and structural complexity
- Understand standard German spoken by persons from more than one linguistic area or background
- Listen to short recorded selections of dialect, e.g., Bavarian and Low German and note the difference from standard German

Objectives — Speaking

In Level III, students will refine their pronunciation of individual German sounds in isolation to a near-native level, and the pronunciation of longer utterances will demonstrate a greater knowledge of German intonation patterns and stress. The students will be able to participate actively in free conversation of a broader scope than that of Levels I and II and will be able to generate conversations on reasonably familiar material. To demonstrate these skills, students will:

- Show greater control of pronunciation, stress, accent, and intonation in extended speech

- Participate in conversations with more spontaneity and originality, both in initiating and responding to speech

- Be able to express and generate sentences using grammatical forms appropriate to the units of Level III

Suggested Learning Activities — Listening and Speaking

Practice in listening and speaking for Levels I and II was limited principally to activities such as imitation, pronunciation, syntactic drills, dialog-narrative recitation, and communicative exchange of minimal proportions. During Level III, a shift of emphasis from the classroom type of conversation to more spontaneous everyday communication will be evident. Since the reading skills will occupy an important part of the time in Level III, listening-speaking skills may frequently be practiced in conjunction with reading, and many classroom activities can be based on the reading selections.

To develop the listening and speaking skills, the students may:

- After silently studying a basic sentence, read the sentence aloud and then read a series of modifications implemented by the addition of such words as *wohl*, and *schon*. Correct vocal expression indicates comprehension.

  Example: *Er wird es machen.*
  Er wird es schon machen. (confidence, hope)

  Was tut er?
  Was er wohl tut? (curiosity)
  Er hat es wohl getan. (assumption)

- Listen to recordings of textbook materials

- Listen to oral reports, skits, and anecdotes

- Listen to recordings of informal native speech, radio and television broadcasts, films, filmstrips, and tapes

- Engage in conversations and class discussions generated from reading selections through questions and answers

- Converse informally with guest speakers appearing before the class
- Participate in skits or plays, expressing proper intonation for emotions
- Listen to a recorded newscast, shortwave radio broadcast, or literary recording
- Report on articles, advertisements and features from newspapers and magazines
- Participate in discussions about television and radio programs, readings, films, recordings and news relating to cultural or other topics of interest
- Summarize orally familiar materials of a scene from a play and from recordings, anecdotes, and cartoons
- Explain orally how to do something, such as pursue a hobby or play a sport
- Participate in oral pronunciation and structure drills
- Answer true/false statements or multiple-choice items based on a spoken narrative that may contain some unfamiliar material

Activities for Evaluation — Listening and Speaking

The students may:

- Answer multiple-choice or true-false questions on unfamiliar recorded material (oral or written rsponse)
- Respond to short-answer completion questions on familiar recorded material (oral or written response)
- Make recordings of pronunciation and structure drills
- Underline the best of several oral sentence completions
- Report on classroom materials or events
- Report or summarize topics presented by speakers from a variety of linguistic areas or backgrounds

READING

Objectives

After experience in Levels I and II with carefully selected and graded materials, students at Level III will now be exposed to items written for the average native German reader. The items will include reports, newspaper articles, descriptions, biographies, essays, poetry, short stories, novels, and plays.

Reading can be taught on two levels: extensive and intensive. In extensive reading assignments the students will learn to read rapidly and accurately for general information, such as identifying the main idea, the general topic, or the mood. By repeated exposure to the text through a number of problem-solving activities, the students will comprehend the text in general terms without resorting to translation. Intensive reading assignments will help the students acquire new active vocabulary and learn reading comprehension skills to extract more specific information from a particular well-suited short text or paragraph. To demonstrate these general or specific skills, students will:

- Categorize
- Visualize
- Identify sequences and relationships
- Apply inferential reasoning

Examples for each of these categories can be found in the following learning activities.

Suggested Learning Activities

The students are trained in comprehension skills or problem — solving skills, using inferential, evaluative, and critical reasoning as primary tools. In an extensive reading assignment using a problem-solving approach, the students can do the following activities listed in order of difficulty:

- Select three to five sentences (depending on length of assignment) that pinpoint the main events or give a general idea of the text
- Find one sentence or word that illustrates the main idea of the material read

- List words or phrases that fit into meaningful categories; e.g., adjectives that describe a city, a person, or an event and, when evaluated, give further clues about the story:
  - concrete vs. abstract objectives
  - subjective comments vs. objective statements
  - verbs describing actions vs. thoughts, motion vs. rest
  - the environment or habits of one person vs. those of another
  - wishful thinking vs. concrete actions
- Identify words that refer to a theme, such as education, politics, war or work
- Draw road maps, city maps, or timelines to locate places, objects, or events in proper relation or sequence to one another
- Cross out work phrases and sentences that are not essential in understanding the main idea. This is in preparation for writing a summary
- Match words or phrases in the story with other phrases or words in the same text which are close in meaning
- Identify words or phrases in particular grammatical categories; e.g., the past tense verbs in a story that illustrate when a flashback started and ended, or illustrate background information
- Underline and identify *wer?, wann?, wie?, wo?, was?,* phrases to help students see units of meaning in the story and avoid fear of long sentences
- Guess in cloze reading every seventh or tenth word in a passage that will have been intentionally deleted. (Cloze reading is practiced by any native speaker who understands a telegram, a tear-stained letter, a bad copy of an old document, or other faulty written material that requires a certain amount of prior knowledge of content matter.)
- Evaluate categories or words that might reveal contrasts between a noisy and silent environment, a happy or unhappy activity, a religious or secular learning, or a symbolic vs. pragmatic approach
- Make a list of questions the teacher is most likely to ask about this text

In an intensive reading assignment of five to ten lines in length, the students can:

- Make a list of word families from a small number of nouns, verbs, or adjectives, e.g., *das Glück, glücken, glücklich, glücklicherweise*

- Make lists under various topics, e.g.,

  Was kann man sammeln?
  Was kann man mit dem Mund machen?
  Was kann man als Tourist sehen?
  Was kann ein Vater seinem Sohn/seiner Tochter verbieten?

- List the verbs and identify their tenses

- Identify all grammatical structures and isolate structural forms not previously learned

- Turn all sentences into negative statements

- Restate paragraphs by replacing most words with previously learned synonyms

- Follow instructions to build, fold, or draw something or to complete a task

- Render an idiomatically accurate translation of a short paragraph

Activities for Evaluation

By dividing assignments into extensive and intensive readings, the students know what is to be treated as passive vocabulary and what they must know actively. Most of the learning activities listed under extensive reading can also serve as evaluation activities. Specifically, the students may:

- Provide a title for a reading assignment by isolating the main idea

- Answer multiple-choice questions about general content

- Answer general questions about content from memory, where the emphasis is on information rather that on grammatical accuracy. (Here, the student may be judged on the information in his or her response rather than on its syntax.)

- Fit one important, isolated sentence into the appropriate place in the reading selection

- Mark grammatical elements in a passage, e.g., comparative and superlative adjectives, present and past participial adjectives, verbs that require a preposition, such as *warten auf*, and *sich interessieren für*

- Identify whose point of view is expressed and whether it is positive or negative

- Decide whether the experience of a particular person in the story was happy or unhappy, good or bad

Using a previously studied intensive reading assignment, the students will:

- Restate the passage in a different tense

- Provide a number of words belonging to the family of a chosen word

- Supply missing words in the intensive reading passage

- Answer detailed questions from memory about content of paragraph, with emphasis on correct information rather than on grammatical accuracy

- Fill in missing words in a new passage from a list of previously learned vocabulary items

- Rearrange a number of related sentences into a correct sequential order

WRITING

Objectives

At this level, listening, reading, and speaking should serve the function of giving the students something to write about. Adequate allowances are to be made for individual differences when assigning compositions. For controlled writing assignments (e.g., dictation, simplification of long sentences, sentence completion from memory, or rewriting of passages using as many synonyms as possible), rigid adherence to grammatical and orthographic rules are to be enforced. To demonstrate the skill of writing, students will:

- Communicate freely their ideas on a subject to a native speaker, without emphasis on correctness in spelling and grammar

- Take dictation; arrange the text into appropriate paragraphs; and supply proper punctuation and spelling

- Write essays on given subjects, using the universally valid standards for proper writing

Suggested Learning Activities

In addition to the learning activities involving intensive reading assignments, the students may:

- Simplify long sentences according to the journalistic principle: who does what? when? where? why? how?
- Summarize a story by eliminating all nonessential material from it and then rewriting the remaining sentence elements to form complete sentences
- Summarize the main idea in their own words (two or three simple sentences)
- Categorize a poem, short story, or essay as pertaining to love, philosophy, humor, or sarcasm, by listing those lines or sentences which could serve as proof
- Rewrite a poem in prose form
- Describe a picture
- Relate an event
- Divide a passage into appropriate paragraphs
- Supply appropriate punctuation
- Decide if a letter is a business or private letter and supply the appropriate salutation and complimentary closing
- Compose a letter to ask for information
- Compose a letter to a relative or friend
- Write a résumé
- Describe their environment
- Write advertisements for a German newspaper describing the beauties of a certain American landscape
- Design a brochure about points of interest, with descriptions geared to attract German tourists
- Rewrite a familiar passage using synonyms whenever possible

- Write the ending of a story dictated by the teacher
- Write short skits for dramatization based on material discussed in class (choosing the title and writing an outline first)
- Write an essay based on personal experience or classroom activities (choosing the title and writing an outline first)

Activities for Evaluation

The learning activities listed above can also serve as evaluation activities. In a teaching unit involving more than two reading assignments, the students may:

- Compare two or more stories or poems, and point out in writing their similarities in topic, style, content, and time
- Write a story with the aid of a dictionary
- Write a letter to a pen pal

LEVEL IV

LISTENING AND SPEAKING

Objectives — Listening

The development of the listening skill in Level IV intensifies those skills achieved in Level III (see page 36). In addition, students should:

- Comprehend with ease extended passages of conversation based on familiar material at normal tempo
- Perceive the general meaning of short conversations and narrative passages of unfamiliar material
- Comprehend narratives of structural complexity
- Understand dialects to a limited degree

Objectives — Speaking

In Level IV the students should:

- Increase their capacity to generate complex responses and to initiate original uncued conversation
- Generate speech using the grammatical concepts taught in Level IV. See list, page 52

Suggested Learning Activities — Listening and Speaking

In Level IV the emphasis continues to be on spontaneous everyday communication. Refer to the list on pages 37 and 38 for suggestions on learning activities.

Activities for Evaluation — Listening and Speaking

The students may:

- Prepare listening tapes of lengthy prose and poetry materials
- Prepare oral reports based on texts studied

READING

Objectives

The students will continue to move from the everyday texts of the German III level to texts involving literature, music, history, science, art and drama.

Suggested Learning Activities

The students will continue to use the reading skills learned on Level III, see pages 40, 41, and 42. Reading materials should include the following:

- Classical German writers
- Modern and contemporary German, Austrian and Swiss writers
- *Scala:* German periodical from the Federal Republic of Germany
- *Spiegel:* German news magazine
- *Die Zeit:* weekly German newspaper
- *The Magazine, A German Mini-Culture Unit* (National Textbook Company).

Activities for Evaluation

The chief means of evaluation of the reading material is teacher-student discussion. In addition to this discussion students may:

- Prepare summaries of the reading material with vocabulary lists which they can share with classmates.

- Work in groups to dramatize segments of material they have read
- Present their own evaluations or opinions on material which they have read to the class

WRITING

Objectives

The most important objective in Level IV writing is for students to express themselves with stylistic correctness. To do this, students must:

- Be exposed to a large variety of German prose and poetry
- Try to develop an appropriate style by attempting a number of exercises in writing

Suggested Learning Activities

Students can:

- Write business letters
- Write letters which develop a personal style in social correspondence
- Write critical and research essays
- Write poetry, limited drama and fiction

Activities for Evaluation

Students should:

- Compare the styles of selected texts or authors
- Demonstrate the ability to function in situations where various writing styles are appropriate

LANGUAGE STRUCTURES

LEVELS I-IV

The following list of structural items is a suggested inventory for Levels I, II, III, and IV. These are to be taught in all four skills. The fact that items are listed separately does not mean they are to be taught in isolation.

Students should have a conceptual understanding of the structure of German if communicative skills are to be adequate. Students should acquire these concepts in a carefully planned, sequenced order that may be indicated by the materials at hand or may be established by the teacher.

The order of the concepts as presented here is arbitrary and may be changed to suit the individual teacher. Requiring students to master fewer grammatical structures, but to use them constantly in natural communicative situations, helps students feel at ease in speaking German. It is also recommended that a general review of previously learned structures be presented at the beginning of each successive level.

LEVEL I

Word Order

- normal word order in independent clauses
- inverted word order
- word order in questions with and without interrogative pronouns
- word order with modals
- word order with separable prefixes
- negation with *nicht* and *kein*

Nouns

- introduction of gender
- plurals of selected nouns

Declension

- nominative, dative, and accusative cases of definite articles and *der*-words
- nominative, dative, and accusative cases of indefinite articles and *ein*-words
- possessive adjectives

Pronouns

- personal pronouns in nominative, dative, and accusative cases
- interrogative pronouns

Verbs

- the present indicative of:
  - regular verbs
  - most common irregular verbs
  - selected separable-prefix verbs
  - modals

Imperatives

- formal
- informal
- inclusive

Coordinating Conjunctions

- *und, oder, aber, denn*

Subordinating Conjunctions

- *dass, weil*

Prepositions

- selected prepositions requiring dative and accusative case

Adverbs

- selected sentence adverbs: adverbs which express the attitude of the speaker toward the content of the whole sentence such as *doch, denn, ja, natürlich, übrigens, leider, gottseidank, hoffentlich (Füllwörter)*

LEVEL II

Word Order

- word order in dependent clauses
- word order in present perfect tense
- word order in future tense
- word order in indirect questions

Nouns

- plurals of additional selected nouns
- the noun governed by the four cases

Declension

- all cases of definite articles and *der*-words
- all cases of indefinite articles and *ein*-words
- adjectives

Pronouns

- personal pronouns in dative case
- reflexive pronouns

Verbs

- past indicative tenses of:
  - regular verbs
  - selected irregular verbs
  - selected reflexive verbs
- future tense
- passive recognition of selected subjunctive forms: polite requests
- verbs requiring dative case

Conjunctions

- selected subordinating conjunctions

Prepositions

- selected prepositions requiring accusative case
- selected prepositions requiring dative case
- selected prepositions requiring accusative/dative case
- selected prepositions requiring genitive case

Adjectives

- comparison of adjectives

***Da* and *wo* compounds**

Infinitive with *zu*

LEVEL III

Word Order

- with the use of subjunctive

Nouns

- plurals of additional selected nouns

Pronouns

- possessive pronouns in genitive case
- relative pronouns
- selected indefinite pronouns

Verbs

- more selected irregular verbs
- more selected reflexive verbs
- verbs taking prepositions

Subjunctive

- *Würden* plus infinitive

Passive

Conjunctions

- more coordinating conjunctions
- selected subordinating conjunctions

Adverbs

- selected adverbs of time
- selected adverbs of place

LEVEL IV

Verbs

- subjunctive mood
- conditional mood
- indirect discourse
- passive voice
- substitutes for the passive
  lassen construction, infinitive constructions, *man* constructions, impersonal passive (*es wird*), statal passive (to be + past participle)

Pronouns

- relative pronouns

Adjectives

- extended participial modifiers